DOCUMENT RESUME

ED 380 366 SO 024 551

TITLE The National In-Service Teacher Training Centre (NTTC).
INSTITUTION National Inservice Teacher Training Centre, Warsaw (Poland).
PUB DATE [Jun 94]
NOTE 18p.
AVAILABLE FROM National In-Service Teacher Training Centre (NTTC), Al. Ujazdowskie 28, 00-468, Warsaw, Poland.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Change Agents; Change Strategies; *Educational Change; Educational Strategies; *Inservice Teacher Education; Organizational Change; Professional Training; *Teacher Centers; *Teacher Education; *Teachers
IDENTIFIERS National In Service Teach Train Ctr (Poland)

ABSTRACT

This brief overview describes the work of the National In-Service Teacher Training Centre (NTTC) in Warsaw (Poland). Contents are as follows: (1) General Aim and Institutional Message; (2) Information about NTTC; (3) The NTTC Organization Structure; (4) The National Education Resource and Support Centre; (5) Foreign Institutions Cooperating with NTTC; (6) Structure of the Educational System in Poland; (7) Teachers in Poland; (8) Pre-Service and In-Service Teacher Education in Poland; and (9) The Good and Modern School: Continuation of Educational Changes. Detailed proposals for implementation of change in the Polish educational system are described, including modification of the existing structure of education, management and finance of education, and definition of the qualifications for teachers by the state. (EH)

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ED 380 366

The National In-Service Teacher Training Centre (NTTC)

Centralny Ośrodek Doskonalenia Nauczycieli (CODN)

Zentralinstitut für Weiterbildung der Schullehrer (ZIW)

Institut Centrale de Perfectionnement des Enseignants (ICPE)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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SO 024 551

General Aim and Institutional Message

To serve the Polish educational system with up-to-date information from both within and without Poland and to promote and support the modernisation of in-service provision.

"We aim to provide the latest and most relevant information and support the most effective in-service training."

Objectives:

- to develop and maintain a national educational information network
- to promote innovative models of administration of public educational institutions
- to promote the production of teaching aids and materials
- to design and organise in-service training for teachers and educators
- to forecast human resources needs within the educational centres outside Poland
- to coordinate international projects concerned with the development of various aspects of education ranging from subject specialization to matters of quality

Information about NTTC (CODN)

founding:	by the act of Minister of Education on January 1, 1991
financing:	by the Ministry of Education
early budget:	26 bilion zlotys, 2.4 mln DM (1993)
employment:	35 staff members, 31 administrative, 14 service workers
advisory board:	12 members from MEN, CODN, and local in-service teacher training institutions
staff development programmes for teacher colleges and schools:	study groups, projects, seminars, short courses, resource centre, preparation of teaching materials for schools and teacher colleges, in the year 1992-93 there were also one year courses ending with a diploma of professional capability
the staff engaged in these activities are from:	NTTC (CODN), universities, pedagogical universities, teacher associations, foreign partners (especially for foreign languages), Phare and Tempus programmes etc.
number of teachers involved in 1993:	over 8000, of which 5600 were engaged directly in NTTC (CODN) courses, over 850 were participating in various courses abroad

The National In-Service Teacher Training Centre

ADVISORY BOARD OF NTTC

12 prs

DEPARTAMENTS OF IN-SERVICE TEACHER TRAINING

1

THE NATIONAL EDUCATIONAL RESOURCE & SUPPORT CENTRE

Malgorzata Taraszkiewicz M.A.
14 prs

2

DEPARTMENT OF VOCATIONAL EDUCATION

Elzbieta Goźlińska M.Eng.
8 prs

3

DEPARTMENT OF FOREIGN LANGUAGE

Dr Barbara Lipska
7 prs

4

DEPARTAMENT OF IN-SERVICE FOR TEACHER COLLEGES

Dr Helena Blachut
3 prs

5

REGIONAL CENTRE FOR CIVIC AND ECONOMIC EDUCATION

Jacek Kowalski M.A.
3 prs

6

DEPARTAMENT FOR POLISH TEACHERS IN THE EAST

Krystyna Staroń M.A.
3 prs

7

DEPARTAMENT OF REGIONAL SUPPORT

Dr Teresa Bialecka
3 prs

8

DEPARTAMENT OF PROFESSIONAL SPECIALISATION

Wanda Chmielińska M.A.
2 prs

9

DEPARTAMENT OF DEMOGRAPHIC PROGNOSIS FOR TEACHING STAFF AND STUDENTS

Dr Ignacy Stępniowski
2 prs

Organisation Structure

DIRECTOR
Dr Janina Zawadowska

DEPUTY DIRECTOR
Jacek Kowalski M.A.

GENERAL ACOUNTANT
(Head of Finances)
Ewa Milewska M.Ec.

ADMINISTRATION AND SERVICE

SECRETARIES
Bożena Matusiak
6 prs

FINANCE DEPARTAMENT
Ewa Milewska M.Ec.
4 prs

MAINTENANCE AND SUPPLY DIVISION
WARSAW
Krzysztof Dobrzyński
9 prs

CONFERENCE CENTRE IN SULEJÓWEK
Barbara Maślankiewicz M.Ec.
13 prs

INTERNATIONAL PROGRAMS

1
WBZ GERMAN LANGUAGE PROJECT
SWITZERLAND
Martin Baumgartner M.A.
Piotr Szymański

2
ZENTRALSTELLE FÜR AUSLANDERSCHULWESEN
GERMANY
Krystyna Goetz M.A.

3
USIA ENGLISH LANGUAGE PROJECT
UNITED STATES
Sherill Howard Pociecha M.A.

4
DEMOCRACY AND MARKET ECONOMY
UNITED STATES
Michael Kott

5
"LEROPOL PTH" EDUCATIONAL MODULS FOR TEACHERS TRAINERS
NETHERLAND
Dr Stefan Przybylski

6
TEMPUS JEP "ADEPT"
Prof. dr Krzysztof Konarzewski
Paweł Witczak

7
TEMPUS JEP "REDESIGN"
Zofia Kuklińska M.A.

8
TEMPUS JEP "RECURSION"
Dr Tomasz Gliszczyński

9
TRAINING FOR EDUCATION REFORM MANAGEMENT TERM
Alina Respondek M.Sc.

10
FOUNDATION FOR TEACHING ECONOMICS FTE
UNITED STATES
Maria Ostrowska M.A.

The National Educational Resource & Support Centre

General Aims

1 THE EDUCATIONAL INFO OFFICE

- to gather information on educational area concerning in-service teachers' needs
- to disseminate information in educational network system

2 THE MEDIOTEQUE

- to collect modern educational resources
- to promote a resource-oriented way of education
- to analyze what is of teachers need and demand

3 THE LABORATORIES

- to help teachers in producing educational materials

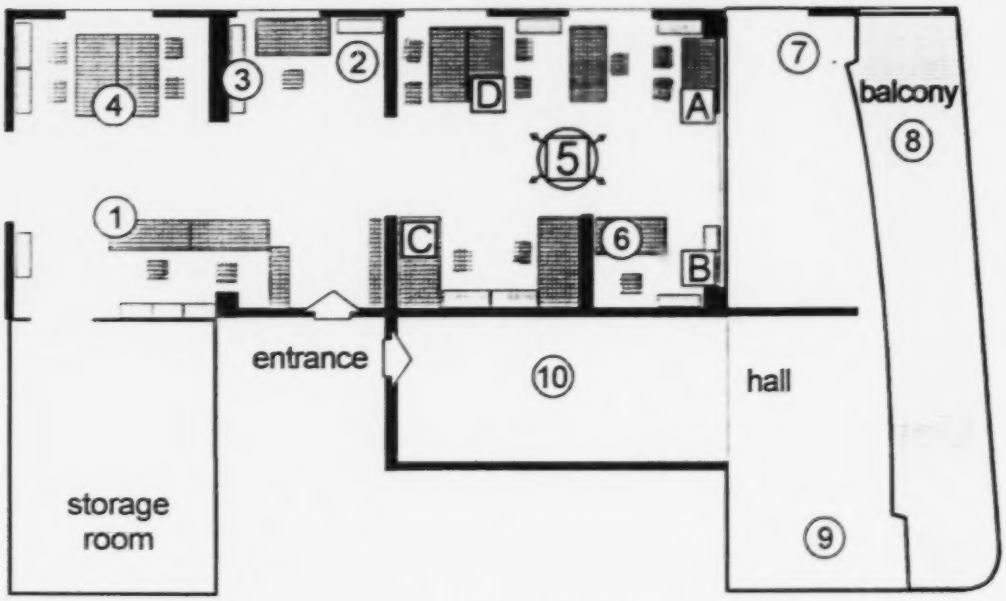
4 WORKSHOP AREA

- to support in promotion the active teaching methods

5 PUBLISHING HOUSE

- to design and produce supplementary materials for teachers in a close cooperation with teachers associations
- to publish INFO bulletines, quaterlies and special issues which fulfill "gaps" of teaching materials in educational market

The Mediateque



1. Information & lending service
2. Catalogues
3. WOM's issues
4. "heavy demand" *(only for use within library area)*
5. Special Sections
6. video & audio resources
7. newspapers
8. collection of school handbooks
9. exhibition area
10. NEWS! & coming soon... *INFORMATION*

- [A] ecology, biology, geography
- [B] art & primary education
- [C] maths & science
- [D] civic & economic education

Foreign Institutions Cooperating with NTTC

Programs for Foreign Languages

German	Goethe Institute Warsaw and Cracow Potsdam University Bosch Foundation Stuttgart Austrian Ministry of Education Austrian Cultural Institute WBZ Switzerland CLAC Basel
French	French Embassy Institut Francais en Polo[illegible] CEFFIC CIEP Sevres CLAC Basel
Spanish	Spanish Embassy EDELSA Publishing House
Italian	Italian Embassy Italian Institute in Warsaw Istituto Statale Sapri
English	American Embassy US Information Agency British Council Longman Publishing House Amstgymnasium Randers, Denmark
Russian	Pushkin Institute Moscow & St. Petersburg

Main Fields

- Preservice and in-service teacher training
- Native speakers in colleges and schools
- Methodological workshops
- Bilingual high schools: French, German, English, Spanish
- Teaching materials and resource centre

Other General Education Project

TEMPUS

- JEP Recursion for modernisation of mathematics teaching
- JEP Redesign for initial teacher education
- JEP Adept for nem methodology of teacher education in pedagogical universities, organisation of resource centre

LEROPOL PTH

- Preparing teaching materials for classroom and school management, curriculum development etc.

OHIO PROJECT

- Education for democratic citizenship in Poland

Vocational Education Projects

WORLD BANK

- Education restructuring project for vocational education, retraining and upgrading of teachers in general technical and vocational subjects

NEWCASTLE UNIVERSITY

- Modern accountancy

OHIO PROJECT

- Education for democratic citizenship in Poland

CDG KOELN

- School practice for teacher of vocational subjects

DSE MAGDEBURG

- Active methods in vocational studies

GEORGETOWN UNIVERSITY

- Educational scholarship

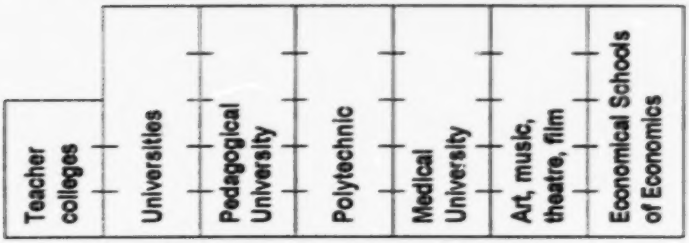
DENMARK

- Cooperation with Technical College in Aarhus

All these projects supply our resource centre and give us modern teaching mathodology

tructure of the Educational System in Poland

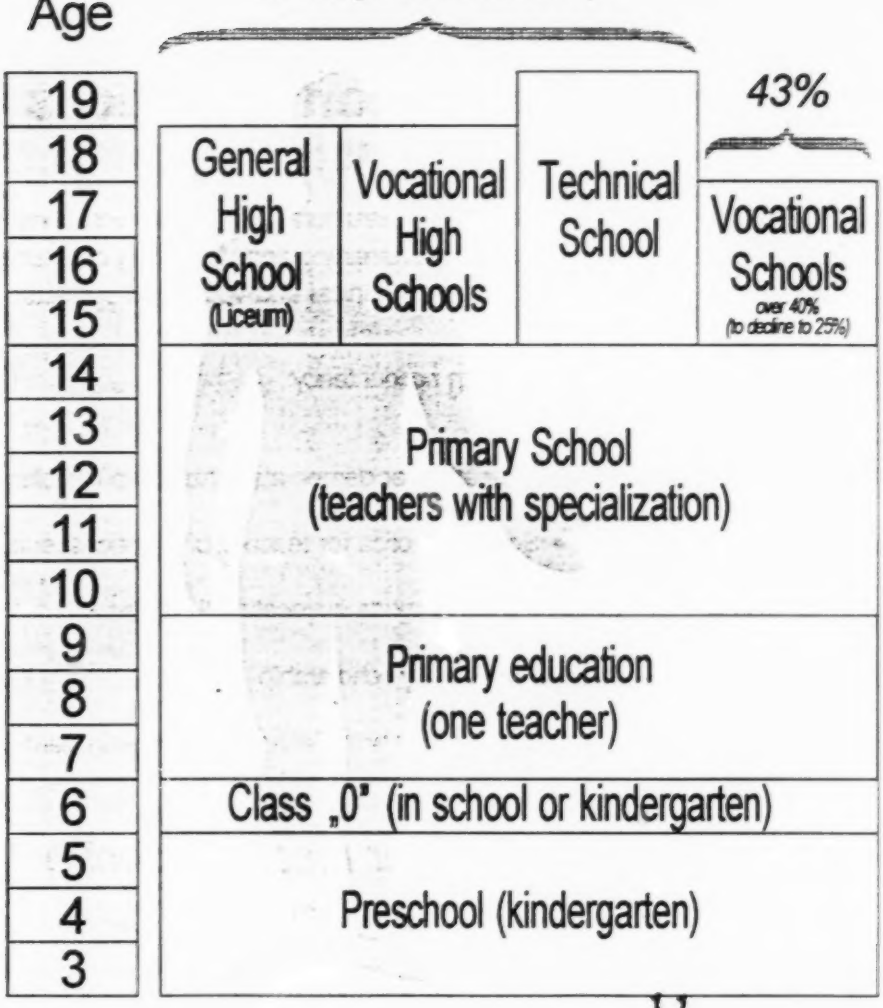
Master degree



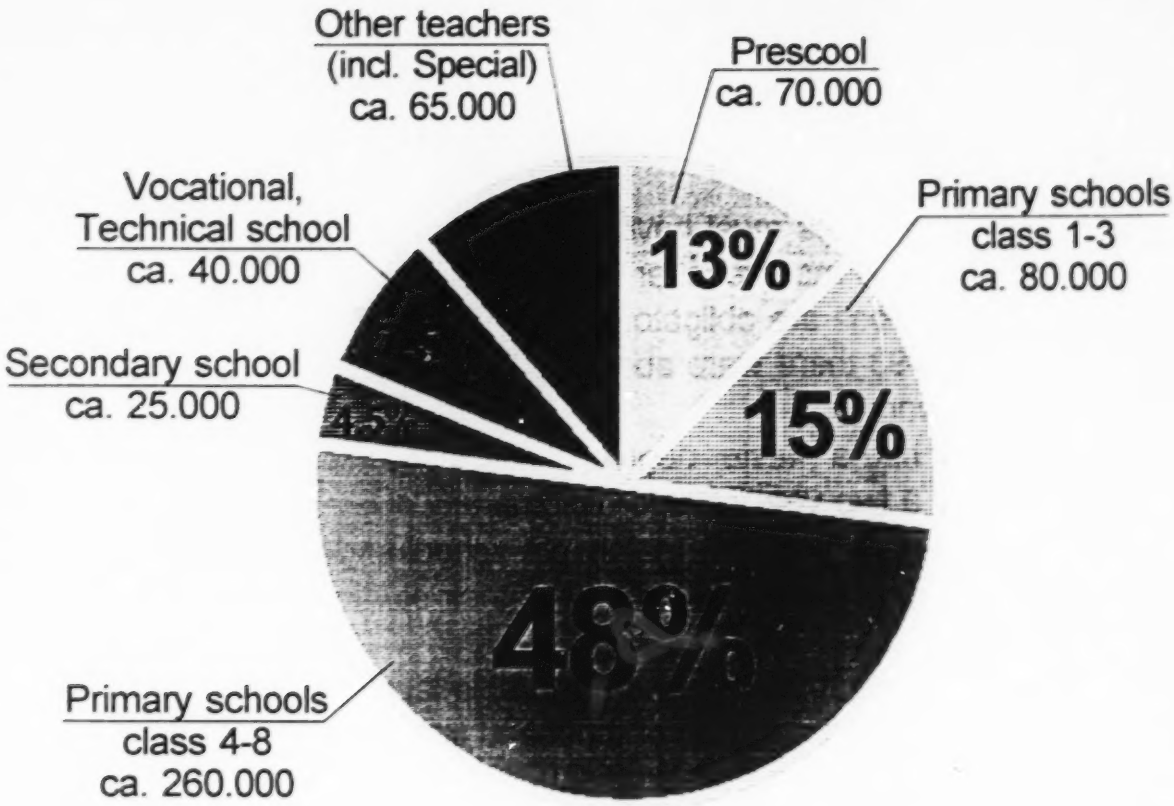
12 % of population
(planned increase to 25%)

Certificate (Matura)

over 52% (planned increase to 75%)



Teachers in Poland



Total number of teachers: ca. 540.000

re-service and In-service Teacher Education in Poland

There are three types of institutions for initial training of teachers:

universities (10)
pedagogical universities (10)
teacher colleges (ca 100).

The candidates must have certificate of secondary education (matura). In most teacher training institutions entrance examinations are obligatory.
In 1992-93 there were about 600.000 teachers in Poland of which only

60% had a master degree
28% a two year college diploma
11% only "matura" (mainly pre-school and primary teachers)
47.000 actually must complete their studies.

In 1990 about 50 colleges for foreign languages were created and in 1993 first group of thousand teachers with this kind of diplomas finished their studies.
The main weakness of our teacher education is that

- they are trained for one subject and are not prepared for cross curriculum cooperation
- prevailing lecture based pedagogy which makes future teachers transfer this style into classrooms
- at universities active pedagogy and workshop practices are rarely used, this is more likely to happen at teacher colleges
- not many teachers can use modern teaching technologies with advantage, (though this tendency is growing fast)
- poor knowledge of foreign languages makes the acces to current pedagogical literature difficult.

The main tasks for the next future is

- to match initial teacher education (ITE) with the demand of the school system
- propagation of the new two stage system of ITE
- enhancing innovation in ITE
- enhancing ITE for two school subjects
- providing in-service education for those who need it
- new law regulation for the three year teacher colleges
- new law relating professional carrier with raising qualification
- preparation of teachers for the oncoming school reform
- preparation of new school management skills related with the delegation of control in decentralized school system.

The role of in-service teacher training institutions (ISTE) is importand in this situation. They are main sources of propagation of

- new teaching styles including active methods
- individualised systems of teaching and learning
- computers across curriculum
- new style school management
- leadership in democratic society
- ecological consciousness.

The international programs like TEMPUS or PHARE are of great help.

The in-service teacher education is in close relationship with oncoming school reform and changes in school curriculum and programmes of study. In addition to traditional subjects the emphasis is on

- foreign languages
- education to democracy
- ecological education.

There are 49 local in-service TT-centres and the National one responsible for coordination and information flow for teachers. The National In-service Teacher Training Centre supports local centres.

he Good and Modern School: Continuation of Educational Changes

General Principles of Goverment Policy in Education

Basic Aims and Objectives of Educational Policy

The main aim of national education in Poland is to create opportunities for balanced development of very person as an individual and as a citizen of the State of Poland in the cultural, spiritual and material environment of the country. To achieve this aim, the educational system should:

- offer unrestricted and equitable access to education ti children and young people in accordance with their age and stage of development
- ensure possibilities of transfer between particular levels of education
- ensure the possibilities to acquire secondary and higher education to young people who have appropriate attudies, skills and aspirations
- be based on the needs and activities of local communities
- quickly respond to changes in social, economic and cultural needs
- provide acces to education for the handicapped and for those with special educational needs.

The implementation of these objectives requires competent and efficient management structures as well as adequate funding.

State Guarantees in Education

The State offers free education to all children from the age of 3-5 years in kindergarten schools, from the age of 5 in primary and secondary schools and free education in post-secondary schools, vocational colleges and higher education institutions. It also supports talented pupils and students with scholarships.

The State has an obligation to provide adequate staff for schools and for educational administration.

Detailed Proposals for Implementation of Change

The Structure of Education

The existing structure will be modified by the year 2000. The 8-class structure will be retained in the primary school, with perhaps a compulsory education period beginning at the age of 6 years and extending to the age of 18 years.
By the year 2000, the percentage of the population to have completed comprehensive and broadprofile vocational education will increase considerably (to 75%). In higher education , it is envisaged that the recent trend to increase the enrolment rate will be maintained to reach about 25% by the year 2000. Vocational guidance will become of increasing importance.

The Management and Financing of Education

New organisational and legislative arrangements will be introduced to regulate the division of responsibilities for running schools and for pedagogical supervision. The Ministry of National Education (MONE) will prepare algorithms for financing public schools, universities and other institutions in the next year. Nonpublic schools, recognised by the MONE, will be subsidised to 50% of the average cost. Supervision and the analysis and assessment of the quality of education will be the responsibilities of Kuratoria.

Teachers

The State will retain its responsibility to define the qualification for teachers. New regulations for teachers will be introduced from 1996, which will define the minimum levels of qualifications for different types of teachers, eg., professional diploma (bachelor's degree) for primary school teachers, master's degree for secondary school teachers.
The legal status of teachers will change to allow for a probationary period, for the bestowing of chartered teacher by the Kurator to ... present very low average salary should be gradually increased to reach, in 1996, a level comparable with the average in public administration.

Changes in Curricula

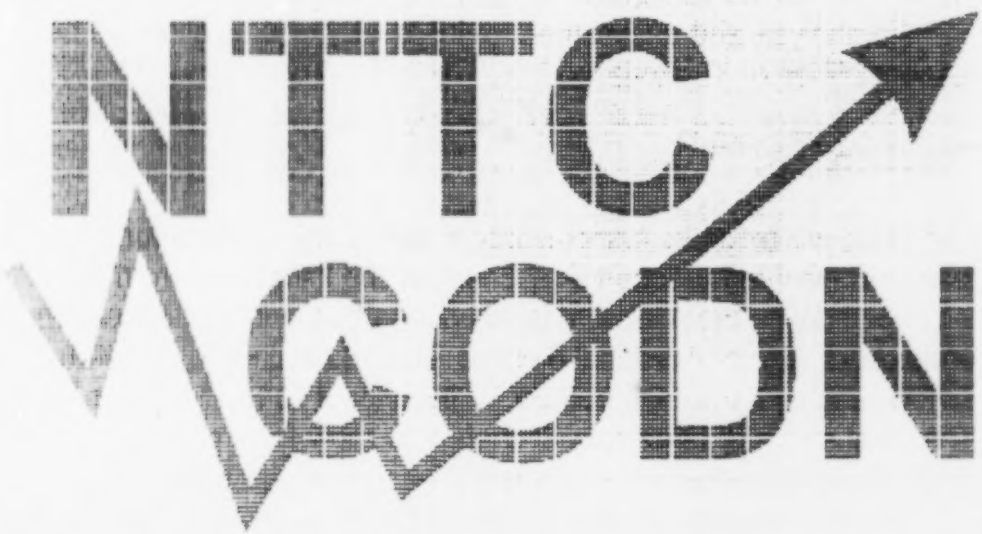
The reform of curricula in primary and secondary school will continue, designed to:

- eliminate the excess of encyclopedic information
- introduce options to allow for individual abilities.

Emphasis will be given to the need for a competence in foreign languages, computers and communication skills.
Minimum national standards of curriculum achievement and by similar national standards at other levels.

Changes in curricula in vocational education will alow students to work in many different specialisations and increase professional mobility and flexibility.

In higher education curricula will be adjusted to relate to international standards. The two-stage system of bachelor and master degree level will be reinstated, and a network of vocational higher educational schools will be extended and developed.



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